

MORNING WORKSHOP OFFERINGS (10:50AM – 12:10PM)

ROOM	TITLE	SPEAKERS & PANELISTS	WORKSHOP DESCRIPTION
ROOM 105	Evaluation of Teacher Practice and the Use of Student Growth	<p><i>Vicki Phillips</i>, Division Administrator for Teacher Preparation and Evaluation, Illinois State Board of Education</p> <p><i>Mary O'Brian</i>, Director of Assessment, Illinois State Board of Education</p>	This session will provide participants both a broad overview of the Performance Evaluation Reform Act (PERA) and related administrative rules as well as a deeper dive into the purpose and usefulness of Student Learning Objectives (SLO's) as measurement tools for student growth in teacher evaluations.
ROOM 164	Meeting the Needs of Young English Learners	<p><i>Reyna Hernandez</i>, Assistant Superintendent for the Center for Language and Early Childhood Development, Illinois State Board of Education</p> <p><i>Pat Chamberlain</i>, Instructor, Erikson Institute</p> <p><i>Julie Kallenbach</i>, Director of Early Learning Initiatives, Elgin District U-46</p> <p><i>Wilma Valero</i>, Director of ELL Educational Services , Elgin District U-46</p> <p><i>Kathy Villano</i>, Project Director, Early Childhood Development Enrichment Center</p>	This session will focus on B-3 rd alignment as a strategy for developing programs to serve English Learners (ELs) in early childhood programs, particularly in preschool. As the state gears-up to meet the needs of English Learners in preschool programs and to support their transition into kindergarten, program development requires bringing together expertise from Early Childhood and English Learner Departments, through co-planning and joint-implementation. A panel will share effective practices for early childhood-EL program development, including hearing from the U-46 early childhood and EL administrators about their efforts.
ROOM 162	Illinois Standards for a Continuum of Learning	<p><i>Chris Maxwell</i>, Director of the New Schools Project, Erikson Institute</p>	Illinois has a variety of learning standards to help build the foundation for a B-3 rd system of education. This session reviews the full range of new and revised standards, highlighting the key dimensions of early development and learning that provide connecting themes across the birth through age 8 continuum. Application activities will explore the meaning of these themes for the types of teaching practices and learning experiences that have the highest impact during the early childhood and primary years.

ROOM 166	KIDS Statewide Pilot	<p><i>Cindy Zumwalt</i>, Division Administrator for Early Childhood, Illinois State Board of Education</p> <p><i>Mary Ellen Wodzisz</i>, Project Manager, Illinois Kindergarten Individual Development Survey, WestEd, Center for Child and Family Studies</p>	The Kindergarten Individual Development Survey (KIDS) is a statewide kindergarten assessment which enables the state to be more strategic in its efforts to align early childhood and K-12 systems, thereby enhancing education experiences for all children. This session will provide an overview of KIDS including the training process and resources available and an opportunity to discuss/provide feedback on the opportunities and challenges in using KIDS as part of the B-3 rd Grade alignment work.
ROOM 167	Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches	<i>Kristie Kauerz</i> , Research Assistant Professor of P-3 Policy and Leadership, University of Washington	During the session, Dr. Kauerz will build on her keynote presentation, providing a more in-depth introduction to the Framework, the tools that are being developed to support its use, and facilitate conversation about how to support and strengthen community-based efforts to align 0-5 and K-12.

AFTERNOON WORKSHOP OPTIONS (1:40PM – 3:00PM)

ROOM	TITLE	SPEAKER & PANELISTS	DESCRIPTION
ROOM 105	Using the Danielson Framework for Teaching to Assess and Improve PreK-3rd Grade Teachers' Practice	<p><i>Lisa Hood</i>, Senior Policy Analyst, Center for the Study of Education Policy, Illinois State University</p> <p><i>Debra Kasperski</i>, Director NBPTS, Center for the Study of Education Policy, Illinois State University</p>	During this workshop, participants will learn about a project to explore the validity of the Danielson Framework for Teaching in PreK-3 rd grade classrooms. Workshop attendees will interact with and receive training materials developed through this project to support the use of the Framework to more effectively observe and provide feedback for the professional growth of teachers of early learners.
ROOM 162	Integrating the Early Learning and Common Core Standards	<i>Chris Maxwell</i> , Director of the New Schools Project, Erikson Institute	Continuity across children's educational experiences at the early childhood and primary levels is essential to setting a strong foundation for high levels of learning and on-going school success. This session will provide a focused examination of the alignment between Illinois' early learning standards and the Common Core State Standards. The discussion will include an exploration of how standards provide one tool to support advances in PreK-3 rd grade curriculum, instruction, and assessment.

ROOM 164	Using Standards to Instructionally Support English Learners	<i>Pat Chamberlain</i> , Instructor, Erikson Institute	This session will feature 3 case studies that examine how early childhood and English Learner (EL) staff worked together to improve program quality for English language learners. The WIDA Standards Framework provide tools for aligning EC and K-12 programs practices. Participants will have the opportunity to discuss and share ideas that are applicable to in their contexts.
ROOM 166	Kindergarten as a Critical Link	<i>Cindy Zumwalt</i> , Division Administrator for Early Childhood, Illinois State Board of Education <i>Reyna Hernandez</i> , Assistant Superintendent for the Center for Language and Early Childhood Development, Illinois State Board of Education	This session will explore kindergarten as a key juncture point between early childhood programs and the K-12 educational system. The unique characteristics of kindergarten make it akin to both systems and can be leveraged as a tool for B-3 rd alignment. The session will look at key components across systems to identify juncture points and opportunities for alignment, including student assessment, curriculum, educator qualifications, and family and community engagement.
ROOM 167	Building Effective Practices for a PreK-3rd Grade System	<i>Amy Perona</i> , Policy Analyst & Researcher, Center for the Study of Education Policy, Illinois State University <i>Staci Mandros</i> , CPC Coordinator, Child-Parent Center at Sugar Creek Elementary, McLean County Unit District No. 5 <i>Mallory Warner-Richter</i> , Project Manager Midwest Expansion of the Child-Parent Center Education Program, University of Minnesota <i>Terra Ellingson</i> , Professional Development Facilitator, New Schools Project, Erikson Institute	This session serves to inform collaborations and assist in the planning and development of a cohesive, effective PreK-3 program that includes three key dimensions: (1) Professional Development, (2) Family/Community Collaboration and (3) Evidence Based Elements of PreK-3 rd systems. Workshop will begin with a 30-40 minute Q&A session with high-level questions on the “3-Key Dimensions” to building a high quality, well-aligned PreK-3 rd program. Following the panel will be a 40-minute breakout session designed to provide participants with an opportunity to actively engage in discussion around building, sustaining, and supporting their own PreK-3 program focused on how to build cohesive, quality aligned programs which have sustainable funding and governance.